



Gray Court-Owings Middle

9210 Hwy. 14

Gray Court, South Carolina

Grades	6-8 Middle School	
Enrollment	209 Students	
Principal	Marilyn Ramsey	864-876-2171
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Average
2007	Average	At-Risk
2006	Average	Average
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

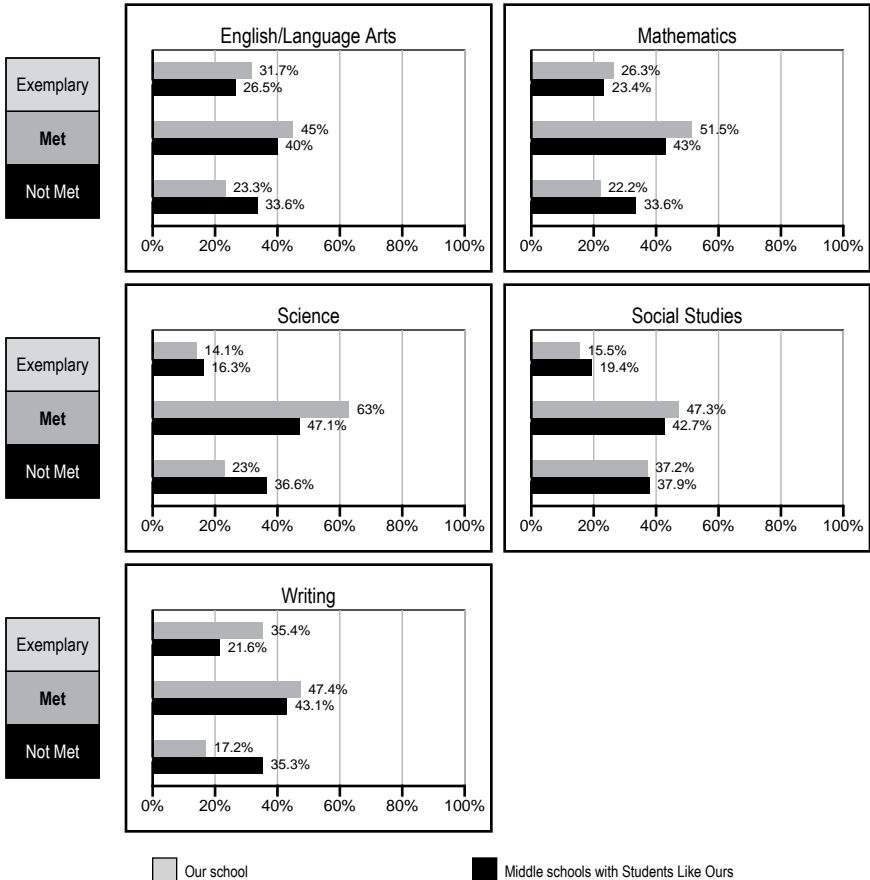
98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	33	8	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	95.8%
English 1	N/A	94.7%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	95.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=209)				
Students enrolled in high school credit courses (grades 7 & 8)	4.1%	Down from 7.2%	18.4%	21.6%
Retention rate	0.5%	No Change	1.7%	1.2%
Attendance rate	96.4%	Down from 96.6%	95.6%	95.9%
Eligible for gifted and talented	7.4%	Up from 7.0%	14.1%	14.8%
With disabilities other than speech	17.1%	Up from 16.2%	13.6%	12.6%
Older than usual for grade	6.2%	No Change	3.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	43.8%	Up from 40.0%	55.5%	56.9%
Continuing contract teachers	75.0%	Down from 86.7%	72.0%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	5.3%	5.3%
Teachers returning from previous year	71.8%	Up from 66.9%	81.4%	82.9%
Teacher attendance rate	97.7%	Up from 96.9%	95.3%	95.2%
Average teacher salary*	\$43,475	Up 1.6%	\$45,893	\$46,599
Professional development days/teacher	14.6 days	Up from 13.1 days	10.3 days	10.8 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	3.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 18.6 to 1	19.5 to 1	20.1 to 1
Prime instructional time	93.9%	Up from 92.2%	90.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.7%	Down from 99.1%	98.1%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,938	Up 23.1%	\$7,741	\$7,645
Percent of expenditures for instruction**	48.7%	Down from 58.2%	64.3%	63.4%
Percent of expenditures for teacher salaries**	47.6%	Down from 54.7%	59.3%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

And the winner is ... Gray Court-Owings Middle School! We proudly accepted the Palmetto Silver Award for outstanding student achievement on the Palmetto Achievement Challenge Test (PACT). This honor serves as evidence that we have high expectations for our students and push them to excel academically. Every day we promote reading through our school-wide reading program. Novels, poems, and current event articles are used to create interest and stimulate thinking. In order to prepare our students for the real world of work and economics, students had opportunities to participate in the Stock Market Game and in the publication of a school newspaper. The winners of the Stock Market Game, The Oreos, were treated to dinner with Mayor Carter of Gray Court. Other students interviewed faculty members, researched the history of Gray Court-Owings School and shared recipes and beauty tips in the student published newspaper. Who said school couldn't be fun? A new initiative for Gray Court-Owings Middle School was single gender education. We had our first sixth grade class of females only. They enjoyed it so much that they opted to stay together as a group for one more year. An important aspect of learning involves the building of character and service to others. Our school community rallied to support Relay for Life, showing how much they cared for Mrs. Swartzel, an eighth grade teacher who was diagnosed with cancer early in the school year. Several boys even sported "Fight Like a Girl" t-shirts! Our faculty and staff is truly the best! Three of our teachers received grants from Wal-Mart, South Carolina Middle School Association, and Donors Choose. Mrs. Adams, Ms. Rose, and Mrs. Swartzel received National Board Certification. Two of our science teachers were accepted to attend the Roper Mountain Science Institute. Without the support of our parents and community, we would not experience the success that we have. Parents have attended Open House, athletic events, and band and choral concerts. They have volunteered and served as chaperones on numerous field trips. Vulcan Materials, our business partner, has rewarded students for their attendance in school and provided other support for our faculty and staff. Several community members have mentored young adults, encouraging them to do their best and reach for the stars! Together we strive to accomplish our mission: to create a community of learners who are responsible and productive citizens. Marilyn Ramsey, Principal; Patti Owens, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	56	39
Percent satisfied with learning environment	100.0%	87.5%	89.5%
Percent satisfied with social and physical environment	100.0%	85.7%	78.9%
Percent satisfied with school-home relations	73.7%	83.9%	82.1%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.1%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	212	100	23.3	45	31.7	85.7	85.4	82.8	Yes	Yes
Gender										
Male	99	100	23	49.4	27.6	83.9	81.5	79.3	N/A	N/A
Female	113	100	23.5	41.2	35.3	87.3	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	148	100	16.9	44.6	38.5	88.5	89.5	89.5	Yes	Yes
African American	47	100	40.9	45.5	13.6	77.3	77.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	15	100	30.8	46.2	23.1	84.6	80.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	35	100	62.5	28.1	9.4	56.3	62.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	33.3	41.7	25	83.3	79.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	139	100	30.4	45.6	24	80.8	81.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	212	100	22.8	51.9	25.4	85.7	81.1	78.9	Yes	Yes
Gender										
Male	99	100	18.4	56.3	25.3	86.2	78.5	77	N/A	N/A
Female	113	100	26.5	48	25.5	85.3	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	148	100	19.2	51.5	29.2	88.5	84.9	87.2	Yes	Yes
African American	47	100	31.8	54.5	13.6	79.5	72.8	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	15	100	30.8	38.5	30.8	76.9	80.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	35	100	68.8	28.1	3.1	46.9	50.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	33.3	33.3	33.3	75	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	139	100	28.8	53.6	17.6	82.4	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	147	100	23	63	14.1	77	65.7	67.5
Gender								
Male	75	100	26.1	56.5	17.4	73.9	65.3	67
Female	72	100	19.7	69.7	10.6	80.3	66.1	68
Racial/Ethnic Group								
White	104	100	15.8	66.3	17.9	84.2	74.5	79.5
African American	32	100	N/AV	N/AV	N/AV	63.3	48.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	53.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	26	100	N/AV	N/AV	N/AV	37.5	38.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	52.9	59.6
Socio-Economic Status								
Subsided meals	89	100	28.9	62.7	8.4	71.1	58.2	55.1

Social Studies

All Students	144	100	37.2	47.3	15.5	62.8	69.3	72.3
Gender								
Male	63	100	45.5	34.5	20	54.5	66.6	71.5
Female	81	100	31.1	56.8	12.2	68.9	72.1	73.2
Racial/Ethnic Group								
White	100	100	34.5	49.4	16.1	65.5	74.3	80.7
African American	32	100	45.2	41.9	12.9	54.8	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	11	100	I/S	I/S	I/S	I/S	56.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	24	100	78.3	17.4	4.3	21.7	42.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	55.6	67.9
Socio-Economic Status								
Subsided meals	103	100	39.8	47.3	12.9	60.2	63.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	205	99.5	16.8	47.6	35.6	83.2	72.1	70.2	96.4	96
Gender										
Male	96	99	19.5	55.2	25.3	80.5	65.4	63.2	96.3	95.9
Female	109	100	14.4	41.3	44.2	85.6	79.4	77.5	96.5	96.1
Racial/Ethnic Group										
White	144	100	13.5	48.1	38.3	86.5	76.3	79.1	96.1	95.6
African American	45	100	22.7	52.3	25	77.3	64.5	57.6	97.4	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97.5
Hispanic	14	92.9	25	33.3	41.7	75	66	62.6	96.8	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.1
Disability Status										
Disabled	34	100	57.6	36.4	6.1	42.4	30.8	26.1	95.2	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	94.4
English Proficiency										
Limited English Proficient	13	92.3	27.3	27.3	45.5	72.7	66.2	61.2	96.9	97.5
Socio-Economic Status										
Subsidized meals	138	99.3	20.5	47.2	32.3	79.5	67.9	58.9	96.1	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	68	100	28.1	49.1	22.8	71.9
	7	79	100	25.3	48	26.7	74.7
	8	65	100	15.8	36.8	47.4	84.2
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	68	100	26.3	50.9	22.8	73.7
	7	79	100	26.7	49.3	24	73.3
	8	65	100	14	56.1	29.8	86
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	34	100	27.6	62.1	10.3	72.4
	7	79	100	24	66.7	9.3	76
	8	34	100	16.1	54.8	29	83.9
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	34	100	21.4	57.1	21.4	78.6
	7	79	100	44	44	12	56
	8	31	100	34.6	46.2	19.2	65.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	62	100	21.1	42.1	36.8	78.9
	7	81	100	19.5	45.5	35.1	80.5
	8	62	98.4	8.8	56.1	35.1	91.2

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